

Minutes
Washington State Professional Educator Standards Board (PESB)
Regular Meeting
September 19-20, 2000

September 19, 2000

Members Present: Elaine M. Aoki, Carolyn Bradley, Tom Charouhas, Carol Coar, Nancy Diaz-Miller, Ken Evans, Sheila L. Fox, Emmitt Ray Jackson, Gary Kipp, Tim Knue, Gary A. Livingston, Kathryn A. Nelson, Helen L. Nelson-Throssell, Karen L. Rademaker Simpson, Martha Rice, Ron Scutt, Dennis W. Sterner, Yvonne Ullas, Patricia A. Wasley, Terry Bergeson

Staff Present: Lin Douglas

The meeting was called to order by Chair Charouhas at 9:10 a.m.

GENERAL ADMINISTRATION

Chair Charouhas reviewed the agenda. The August 3-4 meeting minutes were reviewed and amended.

Motion: Moved by Ms. Coar, seconded by Ms. Aoki to approve the minutes as amended. Motion carried.

EXECUTIVE SESSION

AGENDA ITEMS

Executive Director.

Motion: Moved by Mr. Knue, seconded by Dr. Wasley to accept the report of the interim executive committee identifying two candidates for the executive director position. Motion carried.

Motion: Moved by Mr. Evans, seconded by Ms. Nelson-Throssell to select Jennifer Wallace as the PESB Executive Director. Motion carried.

Motion: Moved by Mr. Knue, seconded by Mr. Evans that the PESB go on record as thanking all the candidates and wishing them success. Motion carried.

Ms. Rice thanked the interim executive committee for their time and commitment to the selection process.

Draft of Operating Procedures. The draft document was discussed and amended.

Motion: Moved by Mr. Kipp, seconded by Ms. Nelson-Throssell to replace "Where issues become contentious, or where consensus seems unlikely" with "when necessary" Motion carried.

A more complete set of procedures will be developed by the executive director for review during the October meeting.

Executive Committee Members. The following PESB members were selected:

Teachers—Carolyn Bradley
Ken Evans
Administrators—Nancy Diaz-Miller
ESAs—Carol Coar
IHEs—Sheila Fox
At-Large—Emmitt Jackson

Vision/Mission Discussion. A vision describes the ideal while the mission describes the charge. There was general support for the following vision statement:

The vision of the Professional Educator Standards Board is educator quality, recognizing that the highest possible standards for all educators are essential to ensuring attainment of high standards for all students.

Tom Charouhas proposed the following mission statement:

- Bring greater focus and attention to the profession of education
- Establish assessment policies that new practitioners . . .
- Advise the State Board of Education (SBE)

There was discussion related to whether the PESB advises all policy makers or just the SBE and Office of Superintendent of Public Instruction.

The vision and mission statements will be revisited during the October meeting.

Philosophy/Perspective Related to Alternative Routes to Teacher Certification.

Discussion related to:

- Different state approaches.
- Dr. Fox distributed a summary of alternative route programs that exist via the 22 teacher preparation programs.
- Where are the shortage areas?
- How can the profession look attractive?
- Look at the process as an inspiration opportunity.
- Washington is not in a crisis mode like California.
- The PESB mission should guide the recommendations.
- Research supports that prepared teachers result in better student learning.
- Do we have enough varieties in routes in Washington?
- Need to identify individuals in the candidate pool who want to be certified, but barriers prevent them from doing so.
- Mentorship is a valuable component of any alternative route program.

- Para-educators are a group of folks for whom an alternative route is appropriate. This is a real need.
- School districts should participate in funding internships. Need to identify incentives.
- Consider a “collaborative unit” (new teacher, mentor, institution, supervisor).
- How do we screen applicants? Knowledge of content is only one element of successful teaching.
- Possible outcomes for “alternative routes:”
 - (p. 79 *Alternative Teacher Certification*)
 - Result in high retention rates.
 - Contribute to diversity and gender balance of teacher pool.
 - Prepare candidates to successfully meet the professional certificate requirements, including a Professional Growth Plan.
 - Strong academic course work to establish that program completers are able to design instruction and assessment based on the Essential Academic Learning Requirements.
 - Pass content area exams.
- Who will we target?
- Recommendation. Encourage the PESB to focus on special education para-educators as a potential pool.

September 20, 2000

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Members unable to attend: Gary Kipp, Martha Rice, and Patricia A. Wasley.

The meeting was reconvened by Chair Charouhas at 8:13 a.m.

AGENDA ITEMS

Dean/Director Presentations related to alternative routes to teacher certification.

Carol Merz—Dean, University of Puget Sound

Practicum as the basis for alternative route program format. Could be designed to parallel the professional certificate program.

Look at individuals and what they need, specifically, individuals on emergency certificates.

Evaluation must be based on performance in the classroom.

Andrea Sledge—Associate Dean, Central Washington University

Consider “alternative methods” of completing the teacher preparation program.

Shared two examples.

Karen Garrison—Associate Dean, Heritage

Described alternative route programs at Heritage (i.e., Futures Program, Migrant Council, Master’s in Teaching).

Recommended implementing “training labs” in schools where teachers are identified as exemplary.

New teachers do not have difficulty in content. They have difficulty in classroom organization and management. Programs need to be classroom-based.

Joyce Westgard—Dean, Saint Martin’s College

Provided an overview of Saint Martin’s programs.

College/university programs are moving away from the traditional seat-time approach.

Ideas about alternative routes:

- field-based
- practicum within methods courses
- transcript analysis to identify endorsement options
- interviews to determine options that meet students’ schedules
- cohort approach

Need to be sure that alternative route candidates meet the same performance-based standards as traditional route candidates.

District/Organization Comments

Don Neilson, Mike Jones—Seattle School District

Certified is no guarantee of qualified. Certification should be earned on the job only after teachers demonstrate that they have the capacity to have children learn.

Need minority teachers.

Outcome of alternative routes needs to be quality instruction. Extended internships critical to successful teaching.

John Kinney, Randy Hathaway—Washington School Personnel Association.

Do not lose focus that the “clients” are the children who will be educated by individuals who complete alternative route programs.

Consider:

- We have raised the standards for kids.
- Shortages exist geographically.
- Reasons for retention problems.

Routes should not dilute competencies.

Teacher compensation must be addressed.

Consider the impact of “alternative route” prepared teachers upon interaction with traditionally prepared teachers.

Pedagogical skills are essential. Should be the focus of performance-based program.

Gary King—Washington Education Association

Build on what currently exists in professional certification.

Lorraine Wilson—Washington State School Directors’ Association

Alternative routes to teacher certification need to have assurances of quality.

Public Comment

Bev Kooi (written comment provided)

Jane Gray

Spoke on behalf of individuals with corporate experience as a candidate pool for an alternative route to certification.

Linda Campbell—Antioch University

Encouraged the PESB to consider the unique needs of tribal children.

O.J. Coates—Teaching Academy Program

The program is designed for high school students who wish to explore a career in teaching.

Andy Griffin—Title II Teacher Quality Enhancement Grant

Project is a three-year collaborative partnership involving OSPI, school districts, community colleges, four-year institutions, and community-based organizations. The goal is to develop teacher quality models that can be shared and implemented statewide.

Clarification of “two high quality alternative routes to teacher certification.

“Routes” means meets the residency certificate standards, but in a different way.

PESB members are invited to bring individual proposals to the October meeting to share.

Consistent existence of an alternative route is essential.

Ideas for the October meeting agenda were solicited.

Chair Charouhas adjourned the meeting at 2:20 p.m.